

# Assessment on the Practices, Challenges and Designing Strategies to Improve and Enhance Female Students Academic Achievement in Bonga College of Teacher Education

Tilahun Seyoum Kebede

Lecture at Assosa University in College of Social Science and Humanities in department of civic and ethical studies

## Abstract

Female students highly held certain perceptions which they believed negatively affected their academic achievement. Thus gender sensitivity should be taken seriously in schools and in homes as well as in society at large to ensure that female students have positive self-concepts which, invariably, lead to better performance and improved academic attainment (Edmore Mutekwe, et al 2012). Therefore, this study was conducted to assess the practices, challenges and designing strategies to improve and enhance the academic achievement of female students in BCTE. Thus, the study population was second and third year female Students of Bonga College of teacher education, gender unit officer, registrar officers and academic dean of the college. Particularly to make the data collection manageable from the sides of Students the researcher had taken 35% from the total numbers of the students. To conduct this research the researcher was used the random sampling technique (lottery) and non-random sampling (purposive) sampling to get available information for the study from the study populations. The random sampling technique (lottery) was applied to collect data from the students and non-random (purposive) sampling for gender unit officer, registrar officers and academic dean. However, the researcher was used questionnaires and interviews as tools data collection. Hence, the study revealed the problems Related with the instructors, students themselves, communities and college factors that directly and indirectly affected the female students academic achievements even their health. So, the researcher was recommended that the whole stakeholders in education should exerted their efforts for the improvement and enhancing of female academic performance and achievements in and outside college of teacher education.

**Keywords:** Practices, Challenges, Designing strategies and academic achievement

**DOI:** 10.7176/JESD/14-3-01

**Publication date:** February 28<sup>th</sup> 2023

## Introduction

The female students highly held certain perceptions which they believed negatively affected their academic achievement. Thus gender sensitivity should be taken seriously in schools and in homes as well as in society at large to ensure that female students have positive self-concepts which, invariably, lead to better performance and improved academic attainment.

Academic achievement of female students at the two sites were also impeded and/or facilitated. The key impediments and/or incitements for female academic achievement were categorized along the lines of the locus of control: internal and external factors. Internal impediments comprised three major factors: psychological and emotional distress, the nature of motivational goal orientations and the learning strategies. The external impediments comprised three key factors: factors relating to the national education policy frameworks, school factors and non-school factors (.Edmore Mutekwe, et al 2012).

According to Dane Linne (2009) Students achievement data should be publicly accessible so students and their families can make informed choices about the institutions in which students enroll. Currently, most students and their families are unaware of the remediation, retention, and graduation rates of the institutions in which students are interested in enrolling—information that would likely affect their choice of school. By enabling students and their families to know such performance measures, institutions will be pressured to improve their student achievement outcomes in an effort to attract students. Making data more accessible is a market-driven solution to improving the performance of postsecondary institutions [www.nga.org](http://www.nga.org).

Therefore this study was conducted to assess the practices, challenges and designing strategies to improve and enhance the academic achievement of female students in BCTE. So, while conducting this studies issues that was addressed are the way how female students learn in the college, the relationship between female students with stockholders, the challenges that affect female Students academic performance and Strategies in regard to Enhance and improving the achievement of female Students in BCTE.

## Methods and materials of the study

This study was conducted to assess the practices, challenges and designing strategies to improve and enhance female Students academic achievement in Bonga College of teacher education.

So, researcher was used the random sampling technique (lottery) and non-random sampling (purposive) sampling to get available information for the study from the study populations. Random sampling technique (lottery) applied to collect data from the students and non-random sampling applied for gender officer, registrar officers and academic dean. The reason why the researcher was take the gender unit officer, registrar officers and academic dean of the college purposively for the study population was that most of the time while female students face a certain issues they were immediately took their problems for these bodies in college. I.e. they are more familiar with the problems of female students of the college rather than instructors. The researcher was used questionnaires and interviews as data collection instruments. Therefore, the collected data was analyzed and interpreted by using qualitative and quantitative data interpretation

### Data analysis and discussion of the results

This study was conducted to assess the practices, challenges and designing strategies to improve and enhance female Students academic achievement in Bonga College of teacher education. Thus the study population was the second and third year female Students of Bonga College of teacher education, gender unit officer, registrar officers and academic dean of the college. Particularly to make the data collection manageable from the sides of Students the researcher was taking 35% (80) from the 223 total numbers of female students. Therefore, as far as concern the organization and interpretation of the collected data on the study, the collected data on the study was analyzed and interpreted by using qualitative and quantitative data interpretation; because the activities of the study was consisted of both closed and open-ended questions as well as interview questions and document analysis.

**Table .1. The way that female students learn in Bonga College of teacher education**

How female students learn/study in college?	Number of Respondents	Percentage /%
By their alone	3	4.05
with teachers aid	11	14.87
They learn cooperatively with their colleagues	27	36.49
All	33	44.59
If other please specify it	0	0
total	74	100.00

This table basically show that the respondents response on the way how female students learn or study in Bonga College of teachers' education. Therefore As the table indicated above three (3) 4.05% respondents response female students learn or study in Bonga college of teachers' education by their own alone, eleven (11) 14.87% respondents responded that with Only by teachers aid, Twenty Seven (27) 36.49% respondents responded that cooperatively with their colleagues and thirty three (33)44.59% respondents response female students learn or study in Bonga college of teachers' education in all way. Indeed the response of respondents on the study revealed that female students learn in Bonga College of teacher education having other things as it is in the whole ways which are described in the above table.

**Table .2 supports for female students**

Do female students receive adequate support from teachers, administrative staff and form their friends?	Yes	no
	41	33

The above table revealed that have do the female students receive adequate support from administrative staff, teachers and form their friends? Thus, according to the above table forty one (41) respondents' response as they are have received support and thirty three (33) respondents response "no" they have not received adequate support. Hence, those respondents response "yes" they have support suggested that the supports which is provided for the female students in Bonga college of teacher education on the behalf of teachers, friends and administrative staff as follows: on the behalf of teachers; giving tutorial, giving additional assessment based on their achievements, some teachers gives support by providing needed materials, and sometimes guiding and counseling on the way how they study their subject matter: from their friend supports like discussing with each other on unclear points which were thought by their instructors, doing assignment and group works together, they also forms special groups for the lower achiever female students, from administrative staff :specially academic dean established conducive condition to teaching learning process in collaboration with Bonga college of teacher education curricula performer in regard to providing teaching modules for the learn one to one, aware the instructors in order to provide diagnostic teaching for female students; college gender unit provides various training for female students in college that help them to improve and enhance their academic achievement such as training on mentoring, assertiveness :established women educational advisory committee, girl club. Therefore these supports are very interesting but whatever the case to improve the implementation and its effectiveness, the responsible bodies that follow the execution in enhance the academic performance of female students are in doubt.

**Table .3. The factors that Encounter Female Students in BCTE**

s.no	Factors	Students								Academic dean, registrar & gender unit							
		Agreed		Strongly Agreed		Disagreed		Undecided		Agreed		Strongly Agreed		Disagreed		Undecided	
		no	%	no	%	no	%	no	%	no	%	no	%	no	%	no	%
1	lack of special support and services in college	28	37.83	12	16.23	25	33.78	9	12.16	3	60	0	0	2	40	0	
2	adjustment problem	34	45.94	15	20.29	22	29.72	3	4.05	2	40	1	20	1	20	1	20
3	presence of unfavorable attitude towards females students in college	19	25.67	14	18.93	37	50	4	5.40	2	40	0	0	2	40	1	20
4	lack of self confidence	29	39.18	17	22.99	23	31.08	5	6.75	3	60	0	0	2	40	0	0
5	Lack of adequate effort	29	39.18	9	12.18	28	37.83	8	10.81	2	40	1	20	2	20	0	0
6	Carelessness	23	31.08	20	27.03	23	31.08	8	10.81	0	0	1	20	4	80	0	0
7	lack of ability to be competent	19	25.67	10	13.53	40	54.05	5	6.75	1	20	1	20	3	60	0	0
8	Lack of proper reading place where they can use freely in college	19	25.67	11	14.88	38	51.35	6	8.10	1	20	2	40	2	20	0	0
9	Homesickness	17	22.97	10	13.53	35	47.29	12	16.21	0	0	0	0	3	60	2	40
10	difficulty of Academic education/course	31	41.89	8	10.83	29	39.18	6	8.10	0	0	0	0	5	100	0	0
11	the influence of male students around housing area	16	21.62	17	22.98	37	50	4	5.40	5	100	0	0	0	0	0	0
12	lack of proper guidance in the college	23	31.08	19	25.69	28	37.83	4	5.40	2	40	0	0	3	60	0	0
13	Shyness & Tension	26	35.13	24	32.44	16	21.62	8	10.81	4	80	0	0	1	20	0	0
14	poor high school Academic performances	28	37.83	10	13.53	28	37.83	8	10.81	1	20	2	40	2	40	0	0
15	falling in love easily	24	32.43	19	25.69	20	27.02	11	14.86	3	60	0	0	1	20	1	20
16	inabilities to become well planned and organized	28	37.83	20	27.04	17	22.97	9	12.16	2	40	2	40	0	0	1	20
17	academic advising problem in college	26	35.13	16	21.64	28	37.83	4	5.40	5	100	0	0	0	0	0	0
18	shortage of money to support one self	34	45.94	16	21.63	16	21.62	8	10.81	2	40	1	20	1	20	1	20
19	being addicted to drinking, smoking, disco houses	15	20.27	9	12.17	32	43.24	18	24.32	0	0	0	0	4	80	1	20

The above table.3 indicated that the response of Students, Academic dean, registrar and gender unit on different problems that faces the female students in Bonga college of teacher education. Therefore, the response of students based on the table.3 information elaborated as follows below. Thus, 28(37.83%) respondents agreed on lack of special support and services in college, 12(16.23%) respondents strongly agreed on lack of special support and services in college, 25(33.78%) respondents disagreed on lack of special support and services in college and 9(12.16%) respondents undecided on lack of special support and services in college. Hence 34(45.94) respondents agreed on presence of the an adjustment problem, 15(20.29%) respondents strongly agreed on the presence of an adjustment problem, 22(29.72%) respondents disagreed on the presence of an adjustment problem and 3(4.05%) respondents undecided on the presence of an adjustment problem of female students. Though, 19(25.67%) respondents agreed on the presence of unfavorable attitude towards female students in college, 14(18.93%) respondents strongly agreed on the presence of unfavorable attitude towards female students in college, 37(50%) respondents disagreed on the presence of unfavorable attitude towards female students in college and 4(5.40%) respondents undecided the presence of unfavorable attitude towards female students in college. In the face of, lack of self-confidence: 29(39.18%) respondents agreed on lack of self-confidence, 17(22.99%) respondents strongly agreed on lack of self-confidence, 23(31.08%) respondents disagreed on lack of self-confidence, 5(6.75%) respondents undecided on lack of self-confidence. Furthermore, 29(39.18%) respondents agreed that there was lack of adequate effort, 9(12.18%) respondents strongly agreed that there was lack of adequate effort, 28 (37.83%) respondents disagreed on lack of adequate effort, 8(10.81%) respondents undecided on lack of adequate effort. Even though, 23(31.08%) respondents are agreed that there was Carelessness of female students, 20(27.03%) respondents strong agreed Carelessness of female students, 23(31.08%) respondents disagreed on Carelessness of female students and 8(10.81%) respondents undecided on Carelessness of female students. In the case of lack of ability to be competent, 19(25.67%) respondents agreed on lack of ability to be competent , 10(13.53%) respondents strongly agreed on lack of ability to be competent, 40(54.05%) respondents disagreed on lack of ability to be competent and 5(6.75%) respondents undecided on lack of ability to be competent .Indeed, 19(25.67%) respondents agreed on lack of proper reading place where they can use freely in college, 11(14.88%) study populations strongly agreed on lack of proper reading place where they can use freely in college, 38(51.35%) populations disagreed on lack of proper reading place where they can use freely in college and 6(8.10%) study populations undecided on lack of proper reading place where they can use freely in college. In fact that, regarding to homesickness: 17(22.97%) respondents agreed on homesickness, 10(13.53%) respondents strongly agreed on homesickness, 35(47.29%) respondents disagreed on homesickness and 12 (16.21%) respondents undecided on

homesickness. Moreover, 31(41.89%) respondents agreed on the difficulty of Academic education/course, 8(10.83%) respondents strongly agreed on the difficulty of Academic education/course, 29(39.18%) respondents disagreed on the difficulty of Academic education/course and 6(8.10%) respondents undecided on the difficulty of Academic education/course. And 16(21.62%) respondents agreed on that the influence of male students around housing area, 17(22.98%) respondents strongly agreed on the influence of male students around housing area, 37(50%) respondents disagreed on the influence of male students around housing area and 4(5.40%) respondents undecided on the influence of male students around housing area. Thus, 23(31.08%) respondents agreed lack of proper guidance in the college, 19(25.69%) respondents strongly agreed on lack of proper guidance in the college, 28(37.83%) respondents disagreed on lack of proper guidance in the college and 4(5.40%) respondents undecided on lack of proper guidance in the college. Hence, 26(35.13%) respondents agreed on Shyness & Tension, 24(32.44%) respondents strongly agreed on Shyness & Tension, 16(21.62%) respondents disagreed on Shyness & Tension and 8(10.81%) respondents undecided on Shyness & Tension. Even though, 28(37.83%) respondents agreed on poor high school academic performances, 10(13.53%) respondents strongly agreed on poor high school academic performances, 28(37.83%) respondents disagreed on poor high school academic performances and 8(10.81%) respondents undecided on poor high school academic performances. On the other hand, 24(32.43%) respondents agreed on falling in love easily, 19(25.69%) respondents strongly agreed on falling in love easily, 20(27.02%) respondents disagreed on falling in love easily and 11(14.86%) respondents undecided on falling in love easily. Hence, 28(37.83%) respondents agreed on inability to become well planned and organized, 20(27.04%) respondents strongly agreed on inability to become well planned and organized, 17(22.97%) respondents disagreed on inability to become well planned and organized and 9(12.16%) respondents undecided on inability to become well planned and organized.

Although, 26(35.13%) respondents agreed on academic advising problem in college, 16(21.64%) respondents strongly agreed on academic advising problem in college, 28(37.83%) respondents disagreed on academic advising problem in college and 4(5.40%) respondents undecided on academic advising problem in college. Still 34(45.95%) respondents agreed on shortage of money to support one self, 16(21.63%) respondents strongly agreed on shortage of money to support one self, 16(21.62%) respondents disagreed on respondents disagreed on shortage of money to support oneself and 8(10.81%) respondents undecided on shortage of money to support oneself. In case of being addicted to drinking, smoking, disco houses; 15(20.27%) respondents agreed on being addicted to drinking, smoking, disco houses, 9(12.17%) respondents strongly agreed on being addicted to drinking, smoking, disco houses, 32(43.24%) respondents disagreed on being addicted to drinking, smoking, disco houses and 18(24.32%) respondents undecided on being addicted to drinking, smoking, disco houses. Consequently, the response of academic dean, registrar and gender units for the same question responded as follows; 3(60%) respondents are agreed on lack of special support and services in college and 2(40%) respondents are disagreed on lack of special support and services in college. And again 2(40%) respondents are agreed an adjustment problem, 1(20%) respondents are strongly agreed on an adjustment problem, 1(20%) respondents are disagreed on an adjustment problem and 1(20%) respondents are undecided on an adjustment problem. Yet, 2(20%) respondents are agreed presence of unfavorable attitude towards female students in college, 2(20%) respondents are disagreed with presence of unfavorable attitude towards female students in college and 1(20%) respondents are undecided on the presence of unfavorable attitude towards female students in college. In regard to, lack of self-confidence: 3(60%) respondents are agreed on lack of self-confidence and 2(40%) respondents are disagreed lack of self-confidence. Thus 2(40%) respondents are agreed lack of adequate effort, 1(20%) respondents are strongly agreed on lack of adequate effort and 2(40%) respondents are disagreed lack of adequate effort. 1(20%) respondents are strongly agreed Carelessness and 4(80%) respondents are disagreed on Carelessness. Although, 1(20%) respondents are agreed, 1(20%) respondents are strongly agreed lack of ability to be competent and 3(60%) respondents are disagreed lack of ability to be competent. Even though, 1(20%) respondents are agreed on lack of proper reading place where they can use freely in college, 2(40%) respondents are strongly agreed on lack of proper reading place where they can use freely in college, 2(40%) respondents disagreed. Hence, 2(40%) respondents are disagreed lack of proper reading place where they can use freely in college. However, 3(60%) respondents are disagreed homesickness and 2(40%) respondents undecided on homesickness. In dedded, 5(100%) respondents are disagreed difficulty of Academic education/course. Though, 5(100%) respondents agreed the on influence of male students around housing area. Concerning proper guidance in the college 2(40%) respondents agreed on lack of proper guidance in the college and 3(60%) respondents disagreed on lack of proper guidance in the college. Thus 4(80%) respondents agreed Shyness & Tension and 1(20%) respondents are disagreed Shyness & Tension. Although, 1(20%) respondents agreed on Poor high school Academic performances, 2(40%) responded strongly agreed on Poor high school Academic performances and 2(40%) respondents disagree on poor high school Academic performances. As far as concern falling in love easily; 3(60%) respondents agreed on falling in love easily, 1(20%) respondents disagreed on falling in love easily and 1(20%) respondents undecided on falling in love easily. Yet, 2(40%) respondents agreed inability to become well planned and organized, 2(40%) respondents strongly agreed on inability to become well planned and organized and 1(20%) respondents undecided on inability to become

well planned and organized. academic advising in college concern 5(100%) respondents agreed on academic advising problem in college. In area of shortage of money to support oneself, 2(40%) respondents agreed on shortage of money to support one self, 1(20%) respondents strongly agreed on shortage of money to support one self, 1(20%) respondents disagreed shortage of money to support oneself and 1(20%) respondents undecided shortage of money to support one self. Finally, 4(80%) respondents disagreed on being addicted to drinking, smoking and disco houses and 1(20%) respondents undecided being addicted to drinking, smoking, disco houses. Generally, the above table .3 revealed that basically factors that encountered female students in Bonga college of teacher education are lack of special support and services in college, an adjustment problem of female students , lack of self-confidence, lack of adequate efforts of female students , Carelessness , lack of proper reading place where they can use freely in college, homesickness , the influence of male students around housing area, proper guidance services in college, Shyness ,Tension ,Poor high school Academic performances, falling in love easily, inability to become well planned and organized academic advising in college and shortage of money to support oneself.

**Factor for low academic achievement of female student in BCTE**

**Table .4 Friend /female Student themselves related Problems**

s.no	Problems	Responses of Students									Responses of Academic dean, registrar and gender unit						
		25	33.78	9	12.16	31	41.89	9	12.17	1	20	0	0	3	60	1	20
1	Influence from bad senior friends/rape	25	33.78	9	12.16	31	41.89	9	12.17	1	20	0	0	3	60	1	20
2	fear of failure	38	51.35	20	27.04	10	13.51	6	8.10	2	40	0	0	2	40	1	20
3	Verbal and physical harassment by male students	26	35.13	12	17.58	24	32.43	11	14.86	3	60	0	0	2	40	0	0
4	Economic problem	29	39.18	19	25.69	16	21.62	10	13.51	3	60	0	0	2	40	0	0
5	Homesickness	16	21.62	12	16.23	35	47.29	11	14.86	1	20	0	0	3	60	1	20
6	Becoming easily hopeless	26	35.13	12	16.21	28	37.83	8	10.81	5	100	0	0	0	0	0	0
7	Presence of unfavorable attitude female students towards themselves	28	37.83	22	29.75	19	25.67	5	6.75	2	40	0	0	3	60	0	0
8	Adjustment problem	47	63.51	9	12.17	16	21.62	2	2.70	3	60	1	20	1	20	0	0
9	Lack of assertiveness or self-awareness	29	39.18	15	20.29	25	33.78	5	6.75	4	80	1	20	0	0	0	0
10	family imposition and control	14	18.91	14	18.91	26	35.16	20	27.02	2	40	0	0	2	40	1	20

The above table.4 shows friend or female students themselves related problems that contributed for the low academic achievement of female students in Bonga College of teacher's education. Therefore, based on the information of the above table for the problem the data was collected from students, academic dean, and registrar and gender unit. Thus, the response of respondents of analyzed as follows below. Hence, 25 (33.78%) and 1(20%) respondents agreed on the Influence of bad senior friends/rape, 9(12.16%) and 1(20%) respondents strongly agreed on the Influence of bad senior friends/students, 31(41.89%) and 3(60%) respondents disagreed on the Influence of bad senior friends/students and 9(12.16%) and 1(20%) respondents undecided on the Influence of bad senior friends/students. Although, 38(51.35) and 2(40%) respondents agreed on fear of failure, 20(27.02%) respondents strongly agreed on fear of failure, 10(13.51%) and 2(40%) respondents disagreed on fear of failure and 6(8.10%) and 1(20%) respondents undecided on fear of failure. Yet 26(35.13%) and 3(60%) respondents agreed on Verbal and physical harassment by male students, 12(17.58%) respondents strongly agreed on Verbal and physical harassment by male students, 24 (32.43%) and 2(40%) respondents disagreed on Verbal and physical harassment by male students and 11 (14.86%) respondents undecided on Verbal and physical harassment by male students. As far as concern Economic problem; 29(39.18%) and 3(60%) respondents agreed on Economic problem, 19(25.69%) respondents strongly agreed on Economic problem , 16(21.62%) and 2(40%) respondents disagreed on Economic problem and 10(13.51%) respondents undecided on Economic problem. In deed 16(21.62%) and 1(20%) respondents agreed on Homesickness, 12(16.23%) respondents strongly agreed on Homesickness, 35(47.29%) and 3(60%) respondents disagreed on Homesickness and 16 (21.62%) and 1(20%) respondents undecided on Homesickness. Though, 26(35.35%) and 5(100%) respondents agreed on Becoming easily hopeless,

12(16.21%) respondents strongly agreed on Becoming easily hopeless, 28(37.83%) respondents disagreed on Becoming easily hopeless and 8(10.81%) respondents undecided on Becoming easily hopeless. Still Presence of unfavorable attitude of female students towards themselves concern 28(37.83%) and 2(40%) respondents agreed on Presence of unfavorable attitude of female students towards themselves 22(29.72%) respondents strongly agreed on Presence of unfavorable attitude of female students towards themselves, 19(25.67%) and 3(60%) respondents disagreed on Presence of unfavorable attitude of female students towards themselves and 5(6.75%) respondents undecided on Presence of unfavorable attitude of female students towards themselves. Thus, 47(63.51%) and 3(60%) respondents agreed on Adjustment problem, 9(12.17%) and 1(20%) respondents strongly agreed on Adjustment problem, 16(21.62%) and 1(20%) respondents disagreed on Adjustment problem 2(2.70%) respondents undecided on Adjustment problem. 29(39.18%) and 4(80%) respondents agreed on Lack of assertiveness or self-awareness, 15(20.29%) and 1(20%) respondents strongly agreed on Lack of assertiveness or self-awareness, 25(33.78%) respondents disagreed on Lack of assertiveness or self-awareness and 5(6.75%) respondents undecided on Lack of assertiveness or self-awareness. Furthermore, 14(18.91) and 2(40%) respondents agreed on Family imposition and control, 14(18.91) respondents strongly agreed on family imposition and control, 26 (35.16%) and 2(40%) respondents disagreed on family imposition and control and 20(27.02) and 1(20%) respondents undecided on family imposition and control respectively.

According to table .4 show that female students themselves related problems contributed for the low academic achievement of female students in Bonga College of teacher's education were, the Influence of bad senior friends/rape, fear of failure, Verbal and physical harassment by male students, becoming easily hopeless, Presence of unfavorable attitude of female students towards themselves, Adjustment problem, Lack of assertiveness or self-awareness.

**Table .5 College related problem**

s.no	problems	students								Academic dean, registrar & gender unit							
		Agreed		Strongly agreed		Disagreed		undecided		Agreed		Strongly agreed		Disagreed		undecided	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Being placed in the department they were not interested	18	24.32	19	25.69	32	43.24	5	6.75	3	60	0	0	2	40	0	0
2	lack of special support service	25	33.78	20	27.04	20	27.02	9	12.16	3	60	1	20	1	20	0	0
3	Lack of concerned body to consult females	25	33.78	14	18.94	29	39.18	6	8.10	1	20	2	40	2	40	0	0
4	Lack of facilities (separate reading places, medical, recreation, etc) in college	23	31.09	37	50	10	13.51	4	5.40	2	40	2	40	1	20	0	0
5	lack of dormitories services	23	31.08	29	39.20	17	22.97	5	6.75	3	60	1	20	1	20	0	0
6	Verbal and physical harassment by other staff members in the college	19	25.67	17	22.99	32	43.24	6	8.10	1	20	0	0	4	80	0	0

The above table .5 revealed that the data which is collected on college related problems that resulted low academic achievement /performance of female students in Bonga College of teacher education. Therefore this table consisted of the responses of students and academic dean, registrar and gender unit, and it was interpreted in such manner below. Hence 18(24.32%) and 3(60%) respondents agreed on Being placed in the department they were not interested, 19(25.69%) respondents strongly agreed no Being placed in the department they were not interested, 32(43.24%) and 2(40%) respondents disagreed on Being placed in the department they were not interested and 5(6.75%) respondents undecided on Being placed in the department they were not interested. even though, 25(33.78%) and 3(60%) respondents agreed on lack of special support service, 20(27.04%) and 1(20%) respondents strongly agreed on lack of special support service, 20(27.02%) respondents disagreed on lack of special support service and 9(12.16%) and 1(20%) respondents undecided on lack of special support service. In deed Lack of concerned body to consult female students concern; 25(33.78%) and 1(20%) respondents agreed on Lack of concerned body to consult female students, 14(18.94%) and 2(40%) respondents strongly agreed on Lack of concerned body to consult female students, 29(39.18%) and 2(40%) respondents disagreed on Lack of

concerned body to consult female students 6(8.10%) respondents undecided on Lack of concerned body to consult female students. In spite, 23(31.09%) and 2(40%) respondents agreed on Lack of facilities (separate reading places, medical, recreation, etc) in college, 37(50%) and 2(40%) respondents strongly agreed on Lack of facilities (separate reading places, medical, recreation, etc) in college, 10(13.51%) and 1(20%) respondents disagreed on Lack of facilities (separate reading places, medical, recreation, etc) in college, 4(5.40%) respondents undecided on Lack of facilities (separate reading places, medical, recreation, etc) in college. As far as concern lack of dormitories services; 23(31.08%) and 3(60%) respondents agreed on lack of dormitories services, 29(39.20%) and 1(20%) respondents strongly agreed lack of dormitories services ,17(22.97%) and 1(20%) respondents on disagreed lack of dormitories services ,5(6.75%) respondents undecided on lack of dormitories services. Consequently, the Verbal and physical harassment by other staff members in the college; concern 19(25.67%) and 1(20%) respondent agreed on, 17(22.99%) respondents strongly agreed on, 32(43.24%) and 4(80%) disagreed on and 6(8.10%) respondents undecided on the Verbal and physical harassment by other staff members in the college respectively.

Based on the above table .5 the collected data on college related factors for low academic achievement /performance of female students revealed that Being placed in the department they were not interested, lack of special support service, Lack of concerned body to consult female students, Lack of facilities (separate reading places, medical, recreation, etc) in college and lack of dormitories services.

**Table .6 Teacher related problem**

s.no	problems	students								Academic dean, registrar& gender unit							
		Agreed		Strongly agreed		Disagreed		undecided		Agreed		Strongly agreed		Disagreed		undecided	
		No	%	No	%	No	%	No	%	No	%	NO	%	No	%	No	%
1	Gender bias during marking the result	17	22.97	16	21.64	29	39.18	12	16.21	0	0	0	0	5	100	0	0
2	Looking female students academically poor	19	25.67	15	20.29	29	39.18	11	14.86	1	20	1	20	2	20	1	20
3	verbal and physical harassment by male teachers	23	31.08	24	32.45	25	33.78	2	2.70	0	0	0	0	5	100	0	0
4	Lack of giving tutorial effectively	29	39.18	19	25.70	19	25.67	7	9.45	3	60	2	40	0	0	0	0
5	Locality oriented /favoring students of their locality	26	35.13	14	18.93	26	35.13	8	10.81	1	20	0	0	3	60	1	20
6	Having High intimate relation with female students	34	45.94	15	20.29	22	29.72	3	4.05	0	0	0	0	3	60	2	40

Table .6 reply that teacher related problems that contributed for the low academic achievement or performance of female students in Bonga college of teacher education. However, the collected data on it described as 17(22.97%) respondents agreed on gender bias during marking the result,16(21.64%) respondents strongly agreed on gender bias during marking the result, 9(39.18%) and 5(100%) respondents disagreed on gender bias during marking the result and 12(16.21%) respondents undecided on respondents agreed on gender bias during marking the result. Hence, as far as looking female students academically poor concern, 19(25.67%) and 1(20%) respondents agreed on, 15(20.29%) and 1(20%) respondents strongly agreed on, 29(39.18%) and 2(40%) respondents disagreed on and 11(14.86%) and 1(20%) respondents undecided on looking female students academically poor. Although ,23(31.08%) respondents agreed on verbal and physical harassment by male teachers, 24(32.45%) respondents strongly agreed on verbal and physical harassment by male teachers,25(33.78%) and 5(100%) respondents disagreed on verbal and physical harassment by male teachers and 2(2.70%) respondents undecided on verbal and physical harassment by male teachers. Amazingly, 29(39.18%) and 3(60%) respondents agreed on lack of giving tutorial effectively, 19(25.70%) and 2(40%) respondents strongly agreed on lack of giving tutorial effectively, 19(25.67%) respondents disagreed on lack of giving tutorial effectively and 7(9.45%) respondents undecided on lack of giving tutorial effectively. Consequently,26(35.13%) and 1(20%) respondents agreed on locality oriented /favoring students of their locality, 14(18.93%) respondents strongly agreed on locality oriented /favoring students of their locality , 26(35.13%) and3(60%) respondents disagreed and 8(10.18%) and 1(20%) respondents undecided locality oriented /favoring students of their locality. However, 34(45.94%) respondents agreed on having high intimate relation with female students, 15(20.29%) respondents strongly agreed

on having high intimate relation with female students, 22(29.72%) and 3(60%) respondents disagreed on having high intimate relation with female students, 3(4.05%) and 2(40%) respondents undecided on having high intimate relation with female student.

Basically Table .6 reply that teacher related problems that contributed for the low academic achievement or performance of female students in Bonga college of teacher education .Therefore , the collected data indicated that the existence of teacher related problems resulted in low academic achievement or performance of female students in Bonga college of teacher education. Among these some of them were gender bias during marking the result, looking female student's academically poor, verbal and physical harassment by male teachers, lack of giving tutorial effectively.

### **Problems that faces female students outside the college**

The response on problem that faces female students outside the college. Hence as we know both female and male students live outside the college because of the absence of dormitory services within the campus. Thus the respondents responded that the absence of dormitory services within the campus resulted students in general and particularly female students to live in crowded house which is not suitable and not conducive for reading even to take leisure time with expensive price, noisiness of the environment, insufficient and effectiveness of shopping services near to their learning environment , lack of sufficient water services, the disagreement between the owner of house renter and the students, broking their house by bad behaved individual or thief female students exposed to gambling ,chewing chat, drinking alcohol, smoking cigarette ,hashish, have temporary husband for sustains from the surrounding ,homesickness, this also resulted health problem, reduced the interest of female students to study, academic failures. Beside to these, the interview result conducted with Mrs. Beletech Tostitos gender officer in college on how female students learn and study in Bonga college of teacher education, responded in college their learning assessed in the form of meeting, panel discussion and their attendance, female students learn and study with their colleagues and teachers support. That means, mentoring by those students who have high score or grade from both female and male, and tutorial from instructors. Even if they learn in such a way they could not use the program effectively. The relationship between female students with stakeholders in college is good, except some problems from instructors and college. In regard to instructors, for female students some instructors could not gave due attention for students and could not effectively give awareness about the course that he /she thought ,they could not give tutorial based on plan and even if they gave tutorial they could not report it on time.

In the side of college Beletech Tatitwos, responded that lack of special library for female students, dormitory services even with regard to the existed condition of inflation, the problem of money .i.e. the pocket money which is delivered by the colleges for student's is not enough. Hence, this affected the academic achievement/performances of female students but she also said that we could not really blame the absences of special library for female students because as I had information from the librarian, female students haven't habit to use library even they are not eager to use it. And again she elaborate the issue of dormitory service, real the absence of dormitory services in college affected the academic achievements of female students; this was because as female students live outside college they were exposed to various peoples and challenges. Thus, now a day the world and even our country worrying about the quality of education. Indeed, to enhance and improve female student's academic achievement the government could initiated to build dormitory in college for the students. Finally, the result of interview on house renters with Beletech was she forwarded as before 2003 E.C there was 'great challenges for female students in area of housing services that was the renters could not rented their house for female students because the house owner believed that female students do not use their water and kitchen (*kushena*) wisely or properly. But after 2003 E.C female students with the house owners live with students in good manner compared with before 2003E.C, this was because of gender unit makes community based meeting on the issues of students of college with communities around the college.

For the above problems Beletech suggested possible solutions as follows: In regard to instructor related problem she suggested the instructors could work being joint venture with gender officer, plan effectively their tutorial session in their annual action plan and act in accordance with the planned action, they also invite guests while they are providing tutorial for the targeted students. And they should gave the letter grade in relation with college legislation hierarchy.

As far as college related problem particularly, of special library should be provided and develop the awareness of female students in using library. And, to enhance and improve female student's academic achievement the government could build dormitory services in college. To avoid the challenges that face female students outside the college or within the community, the whole stockholders of the college should work cooperatively with the community around the college and Bonga district with teaching the aim and goals of the college as well as the student relation with the community'.

### **Conclusion**

This study was conducted to assess the practices, challenges and designing strategies to improve and enhance the



academic achievement of female students in Bonga College of teacher education (BCTE). To address this general objective of the study, the researcher focused on brief understanding of the way how female students learn in Bonga College of teacher education and factors that hinders their academic performances and achievement. Perhaps, the finding of the study revealed that female students learn in college through/by their own, with teacher's aid and cooperatively with their colleagues. However, the study also uncovered that factors like college, teacher and students related problems are being the basic obstacle for the low academic performance and achievement of female students in Bonga College of teacher education. Hence, for the improvement of academic performance and achievement of female students stakeholders of education should work in collaboration based on the principle of gender sensitive based approach in education with time framework.

### References

- Bezabih Gebre (2012). Factors that affect the academic achievement of female students in secondary schools in Dawuro zone, SNNPRS.
- Dovona-ope, Dinah R. (2009). *Female students' attributions for academic achievement in secondary schools in Papua New Guinea*
- Edmore Mutekwe.etal (2012). Female Students' Perceptions of Gender and Academic Achievement: A Case of Sixth Form Girls in Zimbabwean School.
- Engin-Demir, C. (2009). Factors affecting the academic achievement of Turkish Urban Poor. *International Journal of Educational Development*. 29 (1)
- Henderikz. E (1995). Introduction to educational psychology .4<sup>th</sup> ed. published Macmillan ltd.
- Meltem Dayioglu. (2004). Gender Differences in Academic Performance in a Large. Public University in Turkey
- J. Flynt Cynthia. (2008). Predicting Academic Achievement from Classroom Behaviors. Blacksburg, Virginia
- Dane.Lenin (2009). Measuring Student Achievement at Postsecondary Institutions. Retrieved Feb: 2013: [www.nga.org](http://www.nga.org)
- Tadesse Shiferaw Dimbisso (2009). Understanding Female Students' Academic Performance: An Exploration of the Situation in South Nations Nationalities and Peoples Regional State – Ethiopia.
- USAID (2010). Gender issues for second cycle teachers grade 5 to 8 (revised).